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A SUGGESTED PLAN FOR HOUSING  
AUDIO-VISUAL AIDS IN PUBLIC SCHOOL LIBRARIES

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A Thesis  
Presented to  
the Faculty of the Graduate School  
Appalachian State Teachers College

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In Partial Fulfillment  
of the requirements for the Degree  
Master of Arts

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by  
Emma Lewis Whitaker  
August 1951

A SUGGESTED PLAN FOR HOUSING  
AUDIO-VISUAL AIDS IN PUBLIC SCHOOL LIBRARIES

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## CHAPTER I

### INTRODUCTION

#### I. THE PROBLEM

Purpose. This study was undertaken to consider whether the librarians in the public schools of North Carolina should be responsible for caring for the audio-visual aids in these schools. According to the results of a questionnaire circulated among graduate students at Appalachian State Teachers College during summer school, 1951, and according to observations made by the writer, these aids are found scattered over the school buildings from the various classrooms to the principal's office. There is often no central place to which students and teachers may go to find these valuable aids to instruction and to the school program in general. Often there is no means of determining whether there is material in the school on some specific subject or, if it is on hand, where it may be located. An attempt is made in this study to provide suggestions for the guidance of librarians and teacher-librarians in the tasks of housing and administering audio-visual aids.

The following study includes an attempt to answer these questions:

1. What materials other than books should be housed or stored in the library?
2. How shall they be housed or stored?
3. How shall they be catalogued?
4. How shall they be administered and distributed?

In the light of answers to these questions a proposed plan for the housing and distribution of audio-visual aids in the library is suggested.

Scope. The study deals with the question of whether the library should be used as a place for central housing or storage of audio-visual aids, and how they might best be administered by the librarian. The study applies primarily to the care of audio-visual aids in the public schools of North Carolina. Suggestions are made as to provisions that could be made for housing or storing various non-printed materials in the school libraries.

Assumptions. Assumptions relative to the care of audio-visual aids are as follows:

1. Some central place should be provided for the housing or storing of audio-visual materials.

2. The library, being normally the place where students and teachers go for information, seems to be the logical place for the housing or storing of audio-visual aids.
3. The plan of housing or storing audio-visual aids in the library best affords an opportunity for the individual to determine how much material is available on a given subject in all media of expression.
4. The librarian is prepared to classify and catalogue material in a way that makes it available to those who wish to use it.
5. Generally, someone is on duty in the library to distribute materials; this may not be true of other spots in the building where various materials sometimes are found.

## II. PROCEDURE

Sources of Data. Data for this study have been gathered from books, periodicals, bulletins; and from a questionnaire distributed among librarians, principals,



and teachers attending Appalachian State Teachers College during summer school, 1951; and from a manual prepared by the writer under the direction of Miss Mildred Herring at Appalachian State Teachers College in summer school, 1947.

Collection of Data. The procedure in an attempt to answer the questions relative to this study has been to examine the literature concerned with audio-visual aids, especially their housing, which is available at Appalachian State Teachers College, and to compile and analyze the responses to the questionnaire referred to above.

### III. DEFINITIONS OF TERMS

Audio-visual Aids. The term audio-visual aids is interpreted as meaning all the audio-visual equipment and materials other than printed matter in books, periodicals, bulletins and pamphlets used in furthering or enriching the instructional programs of the North Carolina schools.

Equipment. Equipment is interpreted as meaning the various projectors, record-players, wire or tape recorders, radios, and other such machines used by the schools in their audio-visual programs.

Materials. Throughout the report of this study the term materials shall be used to designate the expendable articles used in conjunction with the equipment of the audio-visual program. This includes films, filmstrips, Viewmaster reels, maps and pictures.



## CHAPTER II

### REVIEW OF THE LITERATURE

A Central Storage Place. Since the methods of housing or storing audio-visual aids generally have been at least partly unsatisfactory, it seems necessary that they be improved. In many of the public schools of North Carolina audio-visual materials and equipment are scattered over the building from the principal's office to some little used classroom in a remote part of the building. Under this plan (or lack of planned organization) much valuable material goes to waste because the average student or teacher has no systematic way of knowing just what materials or equipment are in the school and has no convenient method of obtaining them if he does know they are present. It is not always possible to get into these separate places. The principal's office may be in use as a private conference room; and the classroom in which these aids are housed or stored may be locked and the key not be readily available.

The library was formerly considered the place for storing books, but the modern conception of library use

is that it is a place for using materials as well as for storing them.

Schofield<sup>1</sup> has aptly said that libraries exist to disseminate ideas, not just books. Knowledge is found not only in books, but in all types of material. It is now seen that all media of mass communication play an important part in shaping ideas that affect daily living. The library is a logical part of the school for use in the dissemination of knowledge, and knowledge is found not only in books but also in many other forms of communication. The library is easily accessible to all school personnel. As stated by Potter,<sup>2</sup>

"The school library can be the heart of the school. It contains the wisdom of the ages; it should be as modern as today's newspaper. It is the source of information, of entertainment of inspiration."

The present-day school program requires the use of all types of material. In the newly-expanded curriculum, with its wide variety of activities and its

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1 Edward Schofield, "Audio-visual Aids in the Library," Library Journal, 72:1081, August, 1947.

2 Greta L. Potter, "Good Librarians are Essential," School Executive, 65:49, January, 1946.

use of many sources of knowledge, it is necessary that busy teachers be able to find materials with a minimum of effort. McKown and Roberts <sup>3</sup> have emphasized that storage facilities "....are necessary not only to keep materials where they can be readily located, but also to keep them in the best possible condition, thus assuring maximal use."

Helen Rachford <sup>4</sup> has pointed out that the ease with which teachers can secure what they want may affect their choice of materials. It is not to be supposed that teachers who already have their time consumed with a myriad of duties can take unnecessary time to ferret out material for implementing their courses. Material found in books is not enough. In this connection Devereux says: "The effectiveness of the program of audio-visual education will depend upon adequate facilities for storing the film library." <sup>5</sup>

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<sup>3</sup> Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction (New York: McGraw-Hill Book Company, 1949), p. 554.

<sup>4</sup> Helen Rachford, "What Building Facilities Are Necessary?" School Executive, 67:64, September, 1947.

<sup>5</sup> Frederick L. Devereux, Educational Talking Pictures (Chicago: The University of Chicago Press 1935), p. 136.



This, of course, is true of any type of material, whether it be films, filmstrips, stereographs, or any other. Non-book materials play an increasingly greater part in the educative program. Audio-visual aids, as expressed by Hosler and Seidel, "....are not ends in themselves but means to ends in the educational program."<sup>6</sup> These aids are intended to facilitate, enrich, and enliven instruction at all levels of instruction.

The Library as the place for all Types of Information. Books remain a basic source of information. Under our present set-up, non-book materials are classed as supplementary materials. Since the basic materials are kept in the library, it seems a good plan to keep the supplementary ones there as well. Walraven says: "Since the library houses books and periodicals, it is the place for all other aids to the teaching program."<sup>7</sup>

The individual who is seeking information often is already in the library. If all materials are at hand there, they are much more likely to be used. A

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<sup>6</sup> Fred W. Hosler and Charles F. Seidel, "How Much Should a Good Audio-visual Aids Program Cost?" School Executive 67:70-71, September, 1947. p. 71.

<sup>7</sup> Margaret K. Walraven, "The School Library as a Film Center," School Executive, 66:39, July, 1947.

student may find enough material in books to give him justification, in his own eyes at least, for ending the search with the material found in books or periodicals. Thus valuable supplementary material will be missed, and the enrichment of the course will be lacking unless supplementary materials are readily available in the library. A modern view expressed by Painter<sup>8</sup> is that the school library should contribute to every phase of a broad and well-balanced program of education. Part of this contribution lies in providing a wide variety of information and materials for the use of students and teachers in carrying out a broad and enriched program.

Often a student cannot go from place to place in the school building looking for materials. Time may not permit his going farther than the library. Students like to be able to implement courses with suggestions as to materials pertinent to the subject being studied, but their time is usually pretty well filled. In some schools the system of special permits does not allow a student to leave the classroom except on occasional trips to the library. It is conceivable that he may not have more than one period to give to

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<sup>8</sup> Fred B. Painter. "Responsibilities of the School Librarian." *Elementary School Journal*. 45:220-24, December, 1944. p. 221.

his search for information.

Teachers have the same problem of little time to give in going from one part of the school building to another in order to collect materials they need. If all these materials are housed and catalogued in one place much time will be saved and it is possible that much more varied material will be used to enlarge and enrich the courses studied in the schools.

All Available Material Housed in One Place.

One catalogue may suffice to show what material in all media of expression is to be found in the school. Various plans have been adopted by different librarians for cataloguing the many types of materials found in today's school libraries. There is the plan by which the catalogue cards for books are white, with blue ones used to indicate recordings and salmon-colored cards for pictures. Some librarians use tabs of different colors to indicate what kind of material is catalogued on the card; and others indicate in the upper left-hand corner of a regular catalogue card the type of material that is catalogued there. All of these methods have proved satisfactory, so that it seems to be a matter of personal choice as to which is to be



used. If any one of these plans is employed, it affords an opportunity to catalogue all types of material in one place, avoiding the confusion of looking in several files for information on what material is available on a given subject.

Another plan is to have each type of material catalogued separately. This avoids the possible confusion of many colors of cards or tabs, or of overlooking the notation as to what type of material is catalogued on the card. However, the indolent student may look in only one place for sources of information and be satisfied to look no further. The student may become discouraged if he has to look through several files in order to find all the data he wants. It is disconcerting to look in one place for information, then have to start all over again in another place to find additional material. The student may have a very limited time in which to gather the data on materials available on his subject. After he has consulted one source of information, there may be a group of persons using the other catalogue files that he would like to use. If he is unable to gain access to the other catalogues, he may give up in discouragement, or he may waste valuable time waiting for a

chance to use them. If all the information is in one place, both students and teachers are likely to use it more effectively. However, the problem of how many files are to be set up in order to catalogue all types of materials is subordinate in importance to the one of whether all materials will be housed and catalogued in one room.

The Librarian as the Logical Person to Classify and Catalogue All Types of Materials. Any knowledge, in whatever medium of expression, can be classified by the Dewey Decimal system. A film on American history can be given the same classification number as a book on the same subject is given. Students and teachers have become acquainted with the system in their use of books, and can readily use it in determining what material is available and where it is to be found. The librarian, because of her training and the aids she has at hand, is capable of determining what classification should be given each bit of material, whatever its type. She knows what subject headings have been assigned to books in the library, and can assign the same ones to non-book materials in the school. If these non-book materials were stored elsewhere, and were catalogued by someone else, there could be con-

fusion because a different system of cataloguing might possibly use different subject headings or classifications. If all materials are catalogued and classified by a unified system, this confusion can be avoided. Such an arrangement is strongly supported by Walraven, who states: "The logical place in many schools to center the film service is in the school library." 9

The library is the place where basic sources of information are housed. The logical, most convenient place for all types of supplementary materials to be stored, it is therefore concluded, is in the library, where all materials may be brought together in one central place for the convenience of students and teachers alike.

• Someone on Duty in the Library at All Times.

Usually the librarian or some one of her assistants is on duty throughout the school day to guide and aid in the selection of materials. One of these persons can suggest materials which might otherwise be over-

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9 Margaret K. Walraven, "The School Library as a Film Center," School Executive, 66:39, July, 1947.



looked in a hasty, unguided search. A good librarian knows what materials are to be found in the library, and can give invaluable aid in the selection and location of these materials. It is her duty to be available for such advice.

The number of hours per day during which the library should be open for use naturally depends on the nature of the school program. In a public high school not operating in the evening, as suggested by Fargo,<sup>10</sup> the library should be open some fifteen to thirty minutes prior to the formal opening of school, during the lunch period or a portion of it, and an after school period of some sixty to ninety minutes. Students and teachers can go to the librarian for help at any time during the school day. The principal is not always available for such guidance services. If he has to be away from his office, there may be no one present who can distribute the materials. If films or filmstrips are kept in his office, they may not be available at all times. The principal's office is often used as a room for private conferences. During

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<sup>10</sup> Lucile F. Fargo, The Library in the School, (Chicago: American Library Association), 1947. p. 110.

the time that these conferences are in progress, it is not possible for students or teachers to obtain materials which may be housed or stored there.

Materials kept in the principal's office, all too often, are neither classified nor catalogued. There is no ready way of determining whether information on a certain subject is obtainable. This resolves itself into being more or less a trial and error method. Such a procedure usually results in a loss of efficiency. In this case, it means that the aids of instruction are not used to the best advantage to the educational program. If the materials are kept in a classroom, it is often one in some remote part of the building that is inconvenient because of remoteness, and because of the fact that it is kept locked. The teacher who is in charge of these materials is often busy with class-work, and the person who needs supplementary materials cannot get into the room in which they are kept in order to make investigation as to what is available. Teachers need to be able to take advantage of their free periods for this part of their work, because they often have other duties after school which would not permit their use of time after school for planning the use of materials

in the programs of instruction.

The present methods of housing or storing audio-visual aids in many of our schools have proved ineffective. Materials are not used most efficiently because of confusion as to what materials are in the schools, where they are, and who shall catalogue and distribute them. The librarian is trained to catalogue, classify and distribute both books and non-book materials. Greater use may be made of audio-visual aids if they are housed or stored in the library along with the books, thus enlarging and enriching the total program of the school.



### CHAPTER III

#### EQUIPMENT AND MATERIALS IN THE SCHOOLS

This study, as previously stated, was undertaken with an impression on the part of the writer that the audio-visual aids in the schools of North Carolina are not of the maximum use in the total programs of the schools. It was suspected that these aids often are scattered over the schools, with no central housing or storage and no central cataloguing systems by means of which students and teachers can determine what materials are in their schools, and where they can be found. These suspicions were borne out by the answers to a questionnaire distributed by the writer among librarians, principals, and teachers attending summer school at Appalachian State Teachers College in 1951.

The answers to the questionnaire disclosed that all the schools whose representatives responded to the questionnaire own some type of audio-visual equipment. The schools investigated are in thirty counties located from Graham in the West to Edgecombe in the East; and from Person in the North to Robeson in the South.

The greater number of replies came from the counties lying generally in the western part of the state. A map on page 20 shows the names and location of the counties in which the schools reporting are located and the number of replies from each county.

Replies were received from a total of sixty schools. Division of these replies, according to types and sizes of schools is shown in Table I.

TABLE I

## NUMBER AND TYPES OF SCHOOLS REPORTING

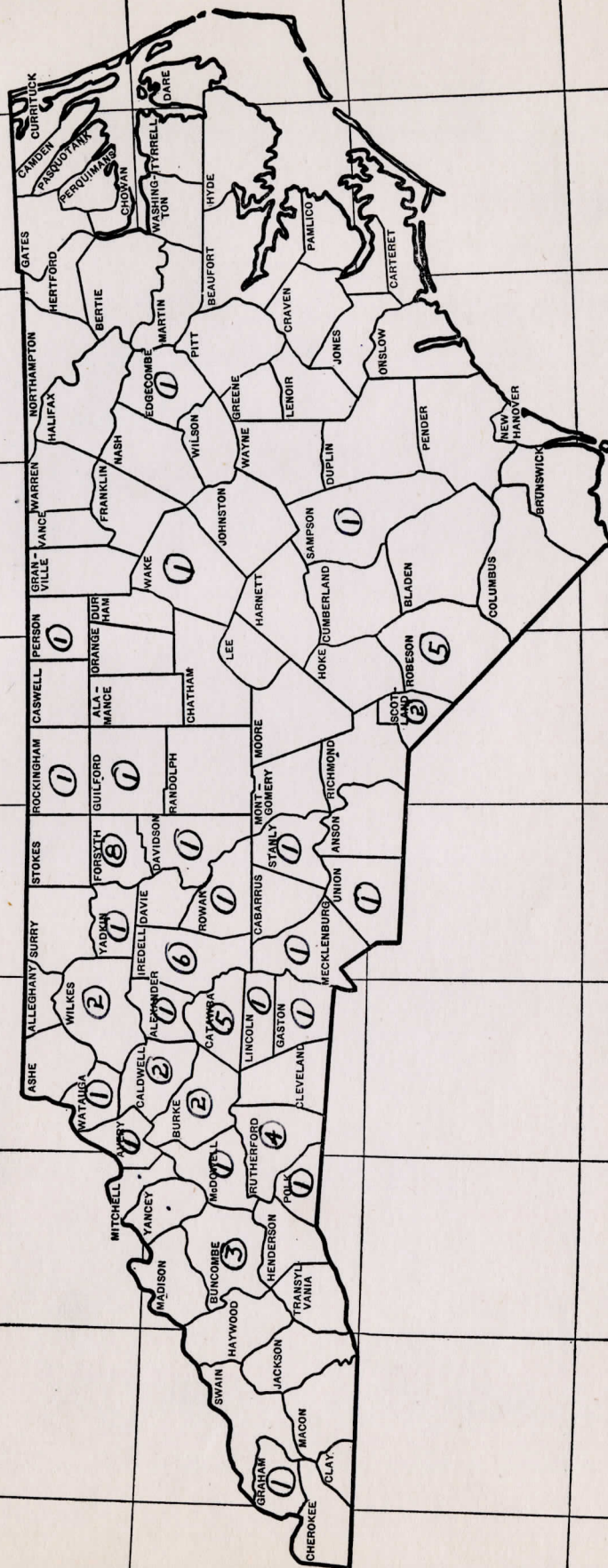
Type	Large	Small	Total
High	6	4	10
Elementary	6	13	19
Union	14	14	31✓
Totals	26	24✓	60

Ten high schools were included. Six of these are large high schools, having enrollments of five hundred or more; and four are smaller, with enrollments of less than five hundred. One of the larger schools has an enrollment of approximately thirteen



# 8½ x 11 Outline Map North Carolina

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# DISTRIBUTION OF SCHOOLS REPORTING

81 Longitude West of Greenwich

hundred. In the elementary schools investigated there were six large schools of more than five hundred enrollment and thirteen smaller elementary schools. Replies were received from fourteen large union or consolidated schools, with enrollments of five hundred or more. Three of these schools have enrollments of twelve hundred or more.

Equipment Owned. Of the sixty schools investigated, fifty-eight reported owning sound projectors. Each of the schools which did not report owning one of these projectors is located in a community which is known to be economically poor. Thirty-six, or approximately fifty-nine per cent of the schools investigated own filmstrip projectors. Two of the schools which do not own sound projectors, reported that they own the latter type of projector. Eight schools reported that they own Viewmaster projectors. This is a comparatively new type of aid, which undoubtedly explains, or helps to explain why so few of them are in our schools. Fifty-seven, or approximately ninety-three per cent of the schools investigated reported owning one of more record players, with one of the larger union schools reporting ownership of eleven record players, and another reporting eight. Thirty, or approximately half of the schools own wire



or tape recorders, and fifty-one, or about eighty-three per cent own radios. Table II shows the types of equipment owned by the schools surveyed, and where the various types are housed or stored.

TABLE II

## EQUIPMENT OWNED AND WHERE HOUSED

Equipment	Principal's Office	Library	Other Place
Sound Projector	23	6	33
Filmstrip "	15	8	13
Viewmaster "	2	1	5
Record Player	28	11	16
Recorder	10	4	17
Radio	28	4	23

Housing of Equipment. The storing or housing of equipment varies with the type of equipment. Sound projectors are found to be stored in the principal's office, the library, the science classroom, the supply room, the superintendent's office, and the school auditorium. More sound projectors were found to be housed in the principal's office than in any other one place. Twenty-three, or just over thirty-nine per cent

of these projectors are housed in the principal's office. Six, or a little over ten per cent of the sound projectors were reported as being housed or stored in the library, and thirty-three, or more than half of the sound projectors owned by these sixty schools were reported as being kept in some other place. A few of the schools indicated by writings that some of the places in which sound projectors are kept are the school's science room, the auditorium, audio-visual room, and the supply room. Two schools indicated that their sound projectors are used frequently, and are kept set up in the auditorium ready for use at any time. Nineteen of the schools reported that they house their sound projectors in some place other than the principal's office, but did not indicate what this "other place" is.

Fifty-five, or approximately ninety per cent of the schools investigated reported owning record players. Twenty-eight indicated that record players are kept in the principal's office. Of these twenty-eight, eleven indicated the ownership of more than one record player, and each of these indicated that one of these is kept in the principal's office, and the others in the library or in some other part of the building. Three schools indicated that their



record players are housed in the music room. This latter practice appears to make it inconvenient for teachers to use these aids in connection with other phases of their programs. Eight of the schools indicated that the record players owned by their schools are kept in the principal's office, where the usual practice is for records to be played over the school's public address system. The same is true of the schools with regard to radios and radio programs. This practice eliminates the possibility of the personal touch of the teacher and her own group listening to some record or group of records which tie in intimately with their own interests and needs. This applies, also, to the radio programs that are handled in this way.

The eight schools which reported ownership of Viewmaster projectors indicated that the reels for use with them are stored or housed in the same place as are the projectors. Two of these eight schools indicated that their Viewmasters and the reels to accompany them are placed in the principal's office. One is housed in the library, and the other five reported some other place where their Viewmasters and reels are housed.

The replies to the questionnaire indicate that just over half, or thirty-one of the schools

LIBRARY  
Appalachian State Teachers College  
Boone, North Carolina

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investigated own either wire or tape recorders. Of this number, seventeen per cent or ten of the schools store or house their wire or tape recorders in the principal's office. Four, or six and one-half per cent are kept in the library; one in the school's agriculture department; seven in the county administrative office; two in the audio-visual room; and five in places not definitely designated.

Of the thirty-six schools which reported owning filmstrip projectors, fifteen or approximately forty-one per cent indicated that this type of equipment is housed or stored in the principal's office; eight, or twenty-two per cent in the library; and thirteen, or thirty-six per cent in some other place.

Materials. The ownership and placement of materials varied as did that of the equipment in the various schools. In some school systems the practice of placing films in some central place accessible to teachers in all the schools is followed. This practice is understandable since films are costly and can so easily fit into more than one program of instruction and can be transported from school to school with a great deal of ease. Three schools indicated by write-ins that they rent all their films. Eleven schools

reported that their films are owned by the city or county unit and may be requisitioned by the schools in time for use at the time they fit into the program or unit of work. Of the thirty-seven schools which indicated that they own films, sixteen, or nearly half reported that these aids are kept in the principal's office, three in library, and eighteen indicated that their films are housed or stored in some other place, the exact place not being designated.

The most common practice with regard to the housing of filmstrips, according to the responses to the questionnaire, is that of placing them in the principal's office. Seventeen of the forty-four schools which indicated that they own filmstrips reported that they house them in this place. Nine, or about one-fourth of the schools, indicated that their filmstrips are housed in the library. Eighteen schools reported that their filmstrips are housed in some place other than the two just mentioned. Some of the "other places" were indicated by write-ins, such as a film library, an audio-visual storeroom, a supply room, auditorium, individual classrooms, superintendent's office, and county garage.



Thirty-nine of the schools investigated reported that they own recordings and transcriptions, Nineteen, or about half of these schools reported that their recordings and transcriptions are housed or stored in the principal's office. Ten, or about one-fourth of the schools indicated that these aids are housed in the library, and ten others store theirs in the music room. Other places indicated as being the place where recordings and transcriptions are housed are the music department, the audio-visual room, the superintendent's office. Some did not definitely designate in what other place their recordings and transcriptions are kept.

Maps have for so long a time been considered valuable aids to learning that only two schools of the sixty investigated failed to indicate the ownership of maps. In some schools all of the maps are kept in one place, as the principal's office; and in other schools the maps are scattered over different parts of the building, with some in the principal's office, others in the library, and still others in the supply room. The place most often reported as being the housing or storing place for maps is the library.



Sixteen schools, or roughly one-fourth of those investigated indicated that their maps are kept in the library. Six, or one-tenth of the schools reported housing their maps in the principal's office. The classrooms in which the maps are to be used were indicated by eleven, or about one-sixth of the schools as the place where their maps are housed. The maps of one school are housed in their music room, and those of two other schools are kept in the supply room. In responding to the questionnaire, forty-one schools indicated some other place without designating specifically the place where their maps are stored.

The pictures owned by the schools as aids to instruction are housed in various parts of the buildings. More schools reported that pictures are housed in the library than in any other part of the building. Nineteen, or about one third of the schools falling under this category. Six, or one-tenth of the schools indicated that the pictures owned by their schools are placed in the principal's office, while ten, or about one-sixth of the schools indicated that these aids are housed in the classrooms, one in the audio-visual room,

and seventeen in an undesignated "other place".

Table III shows the types of materials owned by the various schools, and where they are housed or stored.

TABLE III

STORAGE OF MATERIALS

Materials	Where Housed		
	Principal's Office	Library	Other Place
Films	16	3	18
Filmstrips	17	9	18
Reels for Viewmaster	2	1	5
Recordings	19	10	10
Maps	6	16	41
Pictures	6	19	28

Central Storage. A school was considered as practicing central storage of audio-visual aids if all these aids, or all but one or two of them in a given school are stored in one place. Twenty-two, or just above a third of the schools investigated, indicated that they follow this practice. Three schools reported

placing these aids in the library, two in the audio-visual room, one in the school's supply room. Seven schools did not designate the place in which their audio-visual aids are stored or housed. Since no indication was made as to where these aids are stored, there is no way of determining whether all of the equipment and materials owned by these schools are kept in one place. Therefore, it can not be said that these schools have central storage of their audio-visual equipment and materials. Table IV shows the number of schools reporting central housing or storing of audio-visual equipment and materials.

TABLE IV  
CENTRAL STORAGE

Place of Storage	Number of Schools Reporting
Principal's Office	12
Library	3
Audio-visual Room	2
Supply Room	1
Other Place	4



Distribution by Type and Size of School.

According to the responses to the questionnaire, the practice of central housing of audio-visual equipment and materials is followed by more union or consolidated schools, both large and small, than by any other type of school. Seven small and four large union schools reported that this practice is followed in their schools. Three small elementary, one large elementary, two large, and one small high school indicated that they have central storage of these aids. Before the uncertainty of what might have been meant by "other place", those schools indicating this as the place where their audio-visual aids are housed or stored are not considered in this part of the study. The data concerned with the number and type of schools practicing central housing or storage of audio-visual aids are shown in Table V.

TABLE V

CENTRAL STORAGE-DISTRIBUTION BY SIZE AND TYPE OF SCHOOL

Type of School	Large	Small	Total
High School	2	1	3
Elementary	1	3	4
Union	4	7	11
Totals	7	11	18



A number of schools reported having their aids scattered in a number of separate places within the school. In some instances, the sound projector is kept in the principal's office and the films for use with this piece of equipment in the book room or the supply room. The person wanting to show a film would be forced to secure the projector from the principal's office, the busiest spot in the school, and the films from another place which might be in use, or locked, at the time the film is needed. The majority of teachers have too little time at their disposal to go to this much trouble. The same was found to be true regarding record players, recordings, and transcriptions are placed in the book room. Here again, the teacher who wants to use audio-visual aids must collect the necessary parts in separate areas of the building. Table VI shows a sample questionnaire turned in from one of the schools investigated. This table shows how widely scattered the various aids are in one of the schools of the state.

TABLE VI  
QUESTIONNAIRE

1. Please indicate by a check mark the types of audio-

visual equipment owned by your school, and where they are stored.

Equipment owned:

Stored in:

	<u>Principal's</u>	<u>Office</u>	<u>Library</u>	<u>Other</u>
(a) Sound projector	_____	_____	_____	✓
(b) Filmstrip projector	_____	_____	✓	_____
(c) Films	✓	_____	_____	_____
(d) Filmstrips	✓	_____	_____	_____
(e) Record-player	✓	_____	_____	_____
(f) Recordings and transcriptions	_____	_____	_____	✓
(g) Wire or tape recorder	_____	_____	_____	_____
(h) Viewmaster and reels	_____	_____	✓	_____
(i) Radio	_____	_____	✓	_____
(j) Maps	_____	_____	_____	_____
(k) Pictures	_____	_____	_____	✓

It is apparent that the teachers and students in the schools where these aids are so widely scattered can not make the most of the equipment and materials that are in these schools. Busy teachers and students probably have neither time nor inclination to go through the inconvenience of collecting the parts needed.

Plans for Central Storage in the Future. Two high schools indicated by write-ins that they plan to begin the practice of storing or housing their equipment and materials in their libraries.

Audio-visual Rooms in the Schools. Three schools indicated by write-ins that they have audio-visual rooms in their schools. One of these indicated that the equipment and materials housed or stored in the audio-visual room are administered by the librarian.

Cataloguing the Materials. Although the practice of cataloguing books by the Dewey Decimal system is in general in the schools of North Carolina, forty-three of the sixty schools investigated reported that their audio-visual materials are not catalogued by this system. Fifteen schools indicated that their audio-visual materials are catalogued according to the Dewey Decimal system, three indicated by write-ins that the libraries in their schools would be organized in the fall, and that the Dewey Decimal system of cataloguing would be used in cataloguing all types of materials-- audio-visual materials of all kinds as well as books. One school failed to provide an answer to this item on the questionnaire. These data are shown in Table VII.

TABLE VII  
SYSTEM OF CATALOGUING

Schools Using Dewey Decimal System	15
Schools not Using Dewey Decimal System	43
Schools Expecting to Use Dewey Decimal System	2
Schools not Answering this Item	1
Total	60

Besides the fact that equipment and materials are scattered over the schools with little provisions, in most cases, for central housing, it appears from the answers to the questionnaire that in a number of schools there is no system of cataloguing the materials in a manner that would make them readily available. Students and teachers are accustomed to look for reading and other materials in the card catalogue of their libraries under classifications established according to the Dewey Decimal system of cataloguing for information on a given subject. Since this method is not employed in some schools in cataloguing audio-visual materials, those who plan to use these aids have no method familiar to them by which they are able to discover what materials other than books are available for



their use. Thus important additions to the total school program may be lost to use. Schools which have no cataloguing for their audio-visual materials are therefore defeating the purpose for which the materials were obtained--that of use in furthering the development of the school's total program.

Of the sixty schools investigated, twenty-eight or nearly half indicated that they have no card catalogue of audio-visual materials. This means that in nearly half of the schools investigated there is, or seems to be, no systematic method of determining what materials are on hand to be used in broadening or enriching the schools' programs. Fourteen, or roughly one-fourth of the schools reported that there is one card catalogue for all materials--books and non-books materials. Thirty-eight schools indicated that there is not one catalogue for all types of materials. That is, there was no indication as to whether or not it is necessary to consult more than one catalogue in determining what materials are available in all media of expression. Table VIII shows these data.

TABLE VIII

## PROCEDURE IN CATALOGUING

Procedure	Total
One Catalogue for All Materials	14
More than One Catalogue	38
Procedure not Indicated	8
Total	60

Of the fourteen schools that reported having one card catalogue for all types of materials, six indicated that the different types of materials catalogued are distinguished one from another by means of various colors of cards. In some instances, white cards are used to indicate books, blue ones to indicate recordings or transcriptions, and salmon-colored cards for pictures. Thus a person looking quickly through a card catalogue can easily determine in what medium of expression to expect the material to be found.

Eight of these schools which have only one card catalogue for all types of material reported that different types of material are indicated by notations on the cards. Some schools follow the practice of making

a notation in the upper left-hand corner of the card as to what type of material is catalogued on that card. If the material catalogued on a card is a recording, the notation "RECORDING" is typed in the upper left-hand corner of the card.

Recording Use of the Materials. Some record is kept of the use of audio-visual materials in nearly all of the schools investigated. Therefore, a means is furnished not only of where these materials are at a given time, but the principal has a basis for one phase of guidance of his teachers. He has a concrete foundation on which to base his recommendations for the further use by his teachers of audio-visual materials and equipment.

Approximately one-fourth of the schools investigated reported that records of the use of audio-visual materials are kept by the librarian. Eleven others reported that these records are kept by the principal. In sixteen instances it was reported that records of the use of audio-visual materials are kept by a teacher assigned to this duty. Two schools indicated that these records are self-kept, meaning that the person who uses the audio-visual equipment or materials keeps his own records of their use. One

school indicated that these records are kept by an audio-visual director, reported that the records are kept in the city or county administrative office, and twelve indicated that no record of the use of audio-visual aids is kept. These data are shown in Table IX.

TABLE IX  
RECORDS OF USE

By Whom Kept	Total
Librarian	14
Principal	11
A Teacher Assigned	16
Audio-Visual Director	1
Self-Kept	2
Administrative Office	4
No Record	12
Total	60

It may be seen by the findings of the questionnaire that audio-visual equipment and materials frequently are found scattered over different parts of



many of the school buildings. These materials and equipment are not of maximal use to the schools' programs because, in some schools, they are not easily accessible in a convenient amount time to the students and teachers who might want to use them in making the courses of instruction more meaningful.

## CHAPTER IV

### A SUGGESTED PLAN FOR HOUSING AUDIO-VISUAL AIDS IN PUBLIC SCHOOL LIBRARIES

Introduction. Analysis of the questionnaire previously referred to revealed that in many schools the audio-visual programs are not of the maximum use. Some schools are broadening their use of audio-visual materials of all kinds, but the housing and administering of these aids have not become systematized. A plan for housing and administering audio-visual aids in the schools is suggested in this chapter.

#### I. HOUSING MATERIALS AND EQUIPMENT

The Need for Central Housing. In order that the audio-visual program be made more meaningful through greater use, provisions must be made, it now appears, for housing and administering the audio-visual aids in a way that will make them functional in the total programs of the schools. To say that the school's filmstrips, for instance, are the property of the high school science department and must be housed there is rather out of date. In a union

school, the science classes of the elementary school have definite need for these same filmstrips. The high school English classes might conceivably use a science aid in connection with certain units in literature. The integrated school program demands the use of many types of material, and in order to make for efficient use of these materials, it is necessary to house and index them in a manner which makes them easily accessible to all who use them.

① The library, being the center and heart of the school program, seems to be the logical place in which to store or house the audio-visual equipment and materials. There is not any one plan which will fit all schools in its entirety. One school reported in answer to the questionnaire that it has an audio-visual center which is administered by the librarian. In other schools the principal or some teacher assigned the chore administers the audio-visual materials. Neither of the latter two plans seems satisfactory because materials thus housed and administered are not readily and easily accessible at all times to those students and teachers who wish to use them.

② The term "materials center" is beginning to replace that of "library" to designate the place in which



books and other informational materials are housed. The term has come into use because of the trend toward making the library the center for housing or storing all the sources of information to be used in the school. In many schools, the problem is that of providing enough space in which to house or store the equipment and materials. Many schools libraries are already crowded, but it is sometimes possible to use space for this purpose which has been used for non-essentials. Mabel Brister <sup>1</sup> in her article in a recent issue of North Carolina Education, gives some suggestions as to how to use dead space for housing audio-visual materials and equipment. Space which had previously been considered essential for storing materials was used for a cabinet made in the school's work shop. Part of the materials formerly stored in this space was placed elsewhere, and more of it was put on top of the audio-visual cabinet. The cabinet, being homemade, was relatively inexpensive; and having been designed by members of the school staff, fills

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<sup>1</sup> Mabel Brister, "No Room Is No Excuse", North Carolina Education, 17:32-3, March, 1951.

the needs of the particular school for which it was built. It is possible, then, to have inexpensive, usable storage cabinets for housing the materials and equipment of the audio-visual program. Whatever the type or cost of the cabinets, the chief consideration should be the effectiveness with which they serve the persons who wish to use them. Rufsvold<sup>2</sup> says in her book on audio-visual library service, in speaking of these aids, "Their location in the library should be determined on the basis of accessibility, supervision, circulation, and use."

Inexpensive Housing Equipment Possible. The lack of money for the purchase of audio-visual storage cabinets is often given as a reason or excuse for not housing all of these materials and equipment in one place. The cost need not be excessive. One librarian, at the suggestion of the principal, gathered all of the school's filmstrips together, placed them in pasteboard boxes, and put them into the library where they were accessible to all the teachers in the school system. On each box was pasted a list of the filmstrips housed

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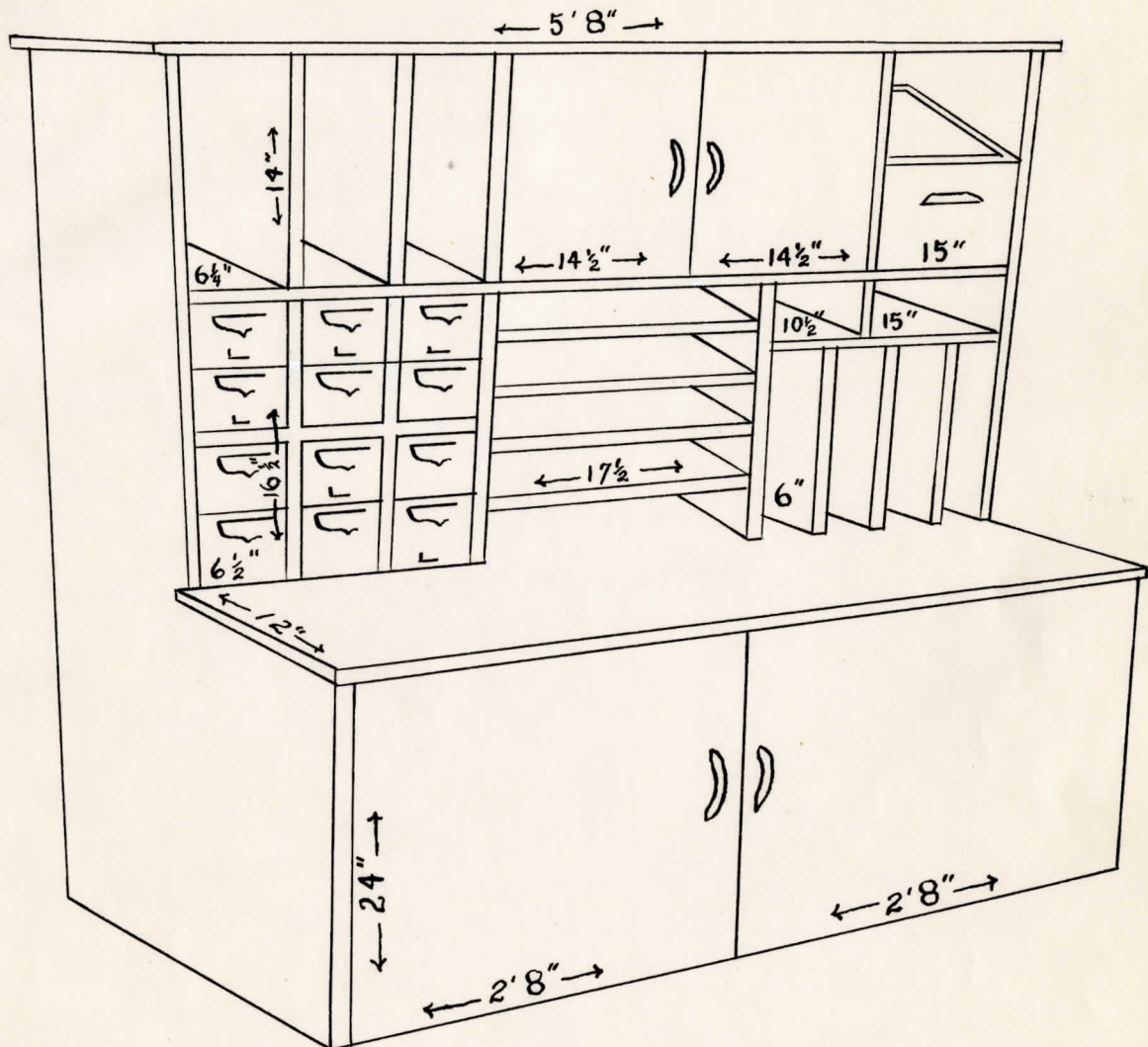
<sup>2</sup> Margaret I. Rufsvold, Audio-Visual School Library Service (Chicago: American Library Association, 1949), p. 73.

in that box. At no cost to the school, and with but little effort on the part of the librarian, the filmstrips which had formerly been scattered in cabinets and a closet in the principal's office, the various classrooms of one school were gathered into one place. They were classified and were made available to teachers, not only in one high school, but to all the schools in the small city system--elementary schools and high schools, both white and Negro. New materials which had lain useless were extensively used because they had been made accessible.

The audio-visual cabinet in the library at Appalachian High School was described in Miss Brister's article. This cabinet was built around a discarded card catalogue cabinet. The rods for holding the cards in place were withdrawn and plywood bottoms were fitted onto the drawers. This part of the cabinet is used for storing or housing the school's filmstrips. Other materials and equipment are stored in other parts of the cabinet especially designed to fit the materials on hand in that particular school. A diagram of this cabinet is shown on page 46.

Some schools have found cabinets used by dry-goods stores to display spools of thread useful for housing filmstrips. This practice has proved satis-





AUDIO-VISUAL CABINET  
 APPALACHIAN HIGH SCHOOL

factory because the filmstrip containers fit very handily into the spool cabinet. It is not necessary, then, to expend large sums of money in order to provide central housing for filmstrips and other audio-visual aids.

Housing Filmstrips and Films. It is, of course, possible to purchase cabinets for housing all types of audio-visual equipment and materials. There are cabinets built much after the same design as are the spool cabinets, with slotted drawers in which to store filmstrips. There is a place provided on the outside edge of the drawer for listing the filmstrips housed therein. There are other cabinets with racks for holding the filmstrips with a place on the inside of the door for listing the filmstrips housed there. There is still another type of cabinets with racks for both films and filmstrips. All of these cabinets and many others too numerous to mention are listed and pictured in such catalogues as that put out by the Neumade Products Corporation of New York.<sup>3</sup> They are all small and compact, thus making it possible to store

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<sup>3</sup> Neumade Products Corporation, 16mm Equipment Catalogue 17 (New York, 330 West 42nd St. ) 1948.

a large amount of material or equipment or material in a much smaller space.

In housing or storing films, provision must be made to keep the films in good order as well as to make them accessible to students and teachers. Authorities agree that films should be stored in an upright position in metal containers. Films are damaged if they are allowed to become too warm; so the storage space for them should be away from heated pipes or the glare of the sun. Racks can be built into library shelves for the purpose of storing films by placing dividers in such a position as to form these racks. It is possible to buy metal or wooden cabinets manufactured for the purpose of storing films; or these cabinets can be made in the school's shop, or by any competent carpenter. Racks should be twelve inches high and three inches wide.

The majority of schools still depend upon renting or borrowing nearly all of their films. This eliminates the problem of film storage. The purchase price of films is prohibitive in most cases, and since it is possible to book them ahead and receive them in time to fit them into some particular unit



of work, a great number of schools rent or borrow films. The only cost to the borrower for many films is the price of transportation to or from the producer.

Housing Record-Players and Recorders. In recent years schools have not only been using recordings in the programs at school, but have been loaning them just as they loan books. Because of this, more and more recordings are owned by the schools, and must be stored in a way that makes them accessible to the school population. Recordings should be stored in an upright position to prevent warping. Cabinets can be built which will house recordings in this manner. It is better to provide cabinets with doors to keep the dust from the recordings, thus preserving their tonal quality. There should be shelves of two heights to take care of ten-inch and twelve-inch recordings, and of sixteen-inch transcriptions. Whether cabinets are homemade or purchased from equipment supply houses, there are certain guides that need to be followed in their construction. The dividers on the shelves should not be more than two inches apart so that the recordings and transcriptions will stand upright. It is possible to use standard shelving in the library

for the storing or housing of recordings or transcriptions. Here again it is possible to purchase the cabinets if the money for this purpose is available.

Housing the Viewmaster and Viewmaster Reels.

The Viewmaster with its accompanying reels is a relatively recent addition to the audio-visual aids field. The housing or storing of this aid to the instructional program should not be a matter of great concern, since the projectors are small, and the reels are so small as to require but the smallest space for storage. Any box about four inches wide and two or three inches deep can be used for storing the Viewmaster reels; or a box for their storage produced and sold by the producers of the projectors and reels can be bought at little expense to the purchaser. If no cabinet space is available for Viewmasters, it is possible to place them in almost any convenient nook where a few inches of space are available for this use.

Housing maps. Maps have for so long been considered a part of the instructional program of the schools that they sometimes are overlooked as audio-

visual aids. They are, however, a very valuable and important materials in the school's total program and deserve careful attention. A map rack, either one purchased from an equipment company or one made locally, can easily be placed in some corner of the library room or in the periodicals storage space. Here they will be available to all who wish to use them. Under the old methods of storing maps that have been practiced by some schools the maps are available only to small groups. For instance, a class which is studying United States history has access to the United States maps. In our present program of wide interest and wide reading, almost any class in a school could want to use a United States map, and if this map were placed in the library, it would be available to any class that wanted to use it.

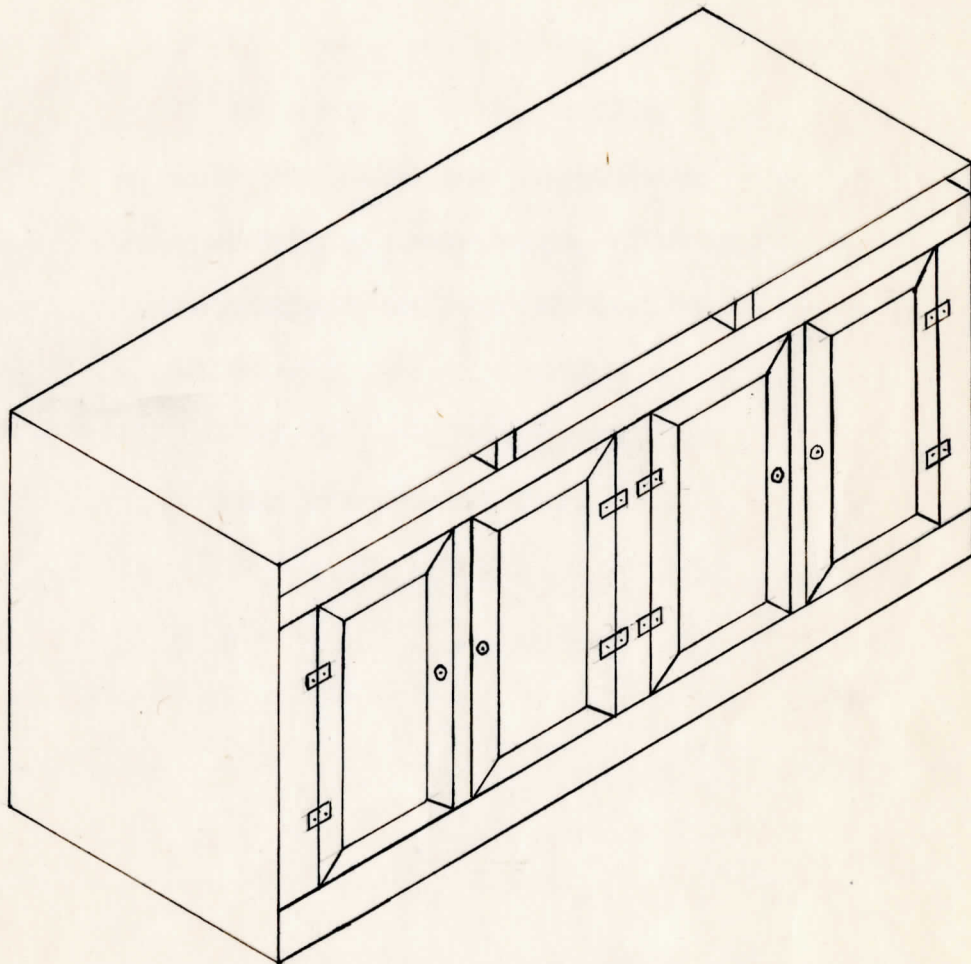
The Picture File or Vertical File. A great number of pictures published in magazines or advertisements are valuable to the instructional program. Some pictures may be taken from books which are about to be discarded in order that they may be used to enrich the schools' programs. These pictures can be mounted or placed in folders and housed in a legal-sized file cabinet. Extra large pictures, along with flat maps,

charts and posters may be housed or stored in specially built shelves two or three feet wide and about three inches high. It is possible to have built such shelves just under the work-counter in the workroom. Cabinets for supplies can be built under these shallow shelves. In this manner, a great deal of space can be saved in a room that is usually crowded.

Housing Heavy Equipment. The problem of storing projectors and other heavy pieces of equipment is more serious than that of storing or housing those that are not quite so heavy. Sound projectors are large and heavy, requiring a large space which is easy to reach in order to handle the heavy projectors. It is possible to house large equipment of this type in cabinets like those mentioned above which have been built for the purpose under work areas in the libraries. Such a cabinet may be seen in the libraries, at Appalachian State Teachers College. A diagram of this cabinet, figure 3, is on page 53.

Housing Record-Players and Recorders. Since many of the schools have realized the value to their programs of recordings and transcriptions, they are being purchased in increasingly greater numbers by the schools. It is necessary to house the record player in a manner that will make them readily available to those who want to use them. These devices were, for a time,





COMBINED WORK AREA AND  
STORAGE SPACE

considered to be of use to the music program only. Lately, programs of many different types have been recorded and their use has become more and more widespread. Many schools own one or more record-players. These are usually in a study case, making them easily portable. The case protects the instrument from dust and a reasonable amount of hear wear. The problem of storing record-players or combination radios and record-players is merely one of finding a place out of the way of traffic through the library room to store them until they are called for.

✓ Planning the Library Facilities. Too often when a school initiates a building program, the librarian is not consulted as to the physical needs of the library. Inadequate provision is often made for the materials to be housed or stored there. Administrators who plan building programs could be benefited by consulting with the librian as to how the needs of the library program. Dear Mr. Architect 16

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American Library Association. Dear Mr. Architect  
Chicago: American Library Association, 1947.

is a plan for school library quarters written by a committee of school librarians. The suggestions are practical because they were made by persons who have had to face the problem of inadequate quarters and who know from experience what is required for effective, functional library service in the schools.

## II. CATALOGUING AND PROCESSING THE MATERIALS

The Dewey Decimal System. Librarians have found it satisfactory to classify films and filmstrips according to the Dewey Decimal system. Any form of human knowledge can be classified by this system; it is applicable to recordings, transcriptions, maps and charts, and any other non-book materials as well as books. Educational Film Guide, published by the H. W. Wilson Company of New York, and Filmstrip Guide, published by the same company, are the chief sources of information about films and filmstrips. Both of these buying guides are arranged by the Dewey System. This is another argument in favor of the use of this same system in cataloguing films and filmstrips. Still another reason for using the Dewey System in cataloguing non-book materials is that teachers and

students are accustomed to find books indexed in this manner, and it is less confusing to consult a card catalogue for non-book materials which has set up in the same way that the file for books has been done. If non-book materials are catalogued by the same method as are the books, it is possible to have one card catalogue for all types of material that are housed in the library. Cards from non-book materials are made out in the same way as are those for books. It is easy to distinguish cards for non-book materials from those for books because different colors of cards can be used in cataloguing different types of material. It is usual for the catalogue cards used to designate the various types of material, with blue cards for one type of material, and salmon or green cards for others. White cards may be used throughout with a notation in the upper left-hand corner of the card to indicate the type of material indexed there. Some librarians still prefer this method, but others have found it confusing and therefore unsatisfactory.

At one time librarians advocated the practice of attaching tabs of different colors to white catalogue cards to indicate the type of material indexed on the card, but the tabs soon became broken and



dropped off the card, and the plan seems to have been discarded rather generally.

General Catalogue Rules. The main entry card in cataloguing audio-visual materials is the title card. Other entries may be subject cards, series, and others as in cataloguing books. The number of additional entries depends upon the materials catalogued and the use to be made of it in the practical school for which the catalogue is being made. Materials in units, as albums of records, are catalogued according to the title or the unit. There are certain abbreviations commonly used in cataloguing audio-visual materials which are peculiar to the field. Those most often used are used in Educational Film Guide and Filmstrip Guide.

Some of the most common abbreviations follow:

fr	frames
g or guide	Teacher's manual to accompany material
J or jh	junior high school
m	maps
n. d.	no date
r.p.m.	revolutions per minute

S or sh	senior high
si	silent
sd	sound

It is not necessary to set up an elaborate set of abbreviations. The chief consideration of each school is to set up its own list of abbreviations and stick to them consistently in to avoid confusion. Either "J" or "jh" is acceptable when used to indicate that the material is on the junior high school level so long as the same abbreviation is used throughout the catalogue.

Classification and Distribution. The first step in preparing a catalogue card for the files is to assign a classification number to the material to be catalogued. In the case of films an "p" is placed before the classification number to the material to be catalogued. In the case of films an "f" is placed before the classification number to form the call number. The information is type/ on the card after the same pattern as that used in cataloguing books. The main title card for films contains the call number, the title, the producer, the date, the type of film (whether silent or sound), the number of minutes the film runs,

and a brief description of the content, or an annotation. It is usual to note any special strong points or outstanding features that would guide one in his section. In addition to the aids to cataloguing as seen in Educational Film Guide. Minnie Sears' List of Subject Headings is a useful guide in making the subject cards. Shelf-list cards contain the call number, title, producer, date, notation as to whether a film is silent or sound, the source from which the material was purchased, the data of purchase, and the price. Examples of the cards described above are shown as follows:

Main Entry Card for Films

FI36.7    Child guidance at home and school.  
          Vassar, 1941.

Sd. 35 min.

Portrayal of the problems arising  
in an over-protected child's adjustment.  
The teacher's part in helping the mother  
is well done.

Shelf-List Card for Films

FI36.7    Child guidance at home and school.  
          Vassar, 1941.

Sd. 35 min.

State health department. 8/2/51.

\$90.00.



The call number is written on the edge of the can which contains the film, and must be in agreement with the call number on the cards.

A 5" X 8" card may be used to keep the record of the use of each film. Some such card as the sample below will suffice.

Withdrawal Card for Films

F136.7		Child guidance at home and school			
		Charged to:		Reserved for:	
Date	Due	Date Ret.	Teacher	Teacher	Date

Filmstrips may be prepared in much the same way as are films. Filmstrips should be stored in cabinets or boxes prepared for the purpose. The cans or containers of filmstrips should be labeled on the outside to indicate the contents, and should be arranged

in the cabinet or box according to classification. The call number for filmstrips is formed by placing "FS" before the classification number. Sample catalogue cards for filmstrips are shown below:

Main Entry Card for Filmstrips

FS541.2

The atom. Life Mag., 1949.  
55fr. Part color.

Explanation of the structure  
and behavior of the atom

Shelf-List Card for Filmstrips

FS541.2	The atom. Life mag., 1949 55fr. Part Color.
	Explanation of the structure and behavior of the atom.

Withdrawal Card for Filmstrips

FS541.2				
The atom				
	Charged to:		Reserved for:	
Date Due	Date Ret.	Teacher	Teacher	Date

To form the call number for recordings, place an "R" before the classification number. If the records are kept in albums, the notation of album and pocket number is placed under the classification number. For a record placed in pocket of album three, this notation would be A4p3. Below are examples of catalogue cards for recordings:

R398  
A4p3

Seus, Dr., pseud.  
Five hundred hats of Bartholomew  
Gubbins, narrated by Paul Wing.

Victor & 339  
2 records, 4 sides.



The withdrawal card for recordings is a regular book-withdrawal card placed in a book pocket which has been pasted in the back of the album. The accession number is placed in the upper left-hand corner of the card.

Withdrawal Card for Recordings

R398 A4p3		15
Seus, Dr., pseud.		
Five hundred hats of Bartholomew Cubbins		
Date	Borrower	HR

Transcriptions are treated in the same manner as recordings, except that a "T" is placed before the classification number instead of the "R" for recordings.

In cataloguing maps assign a classification number and form the call number by placing an "M" before the classification number. Examples of catalogue cards for maps are given below:

Main Entry Card for a Map

M917.756 North Carolina. New York, Rand,  
1948.  
22" X 46" Scale 1 to 12

Shelf-List Card for a Map

M917.756 North Carolina. New York, Rand,  
1946.  
22" X 46" Scale 1 to 12.  
Hinkle, 8/2/51. \$65.00.

Withdrawal Card for a Map

917.756		North Carolina	
Date Due	Date Ret.		Borrower

Pictures and various other light-weight materials are kept in a vertical file and are not catalogued. They may be put into folders and placed in the file according to subject. A sheet is prepared on which a record of withdrawals by folders is kept. Folders are numbered as a means of identification. An example of a withdrawal card for a folder from the vertical file is shown below:

MATERIAL FROM THE VERTICAL FILE		
Date Due	Number and subj.	Borrower

Summary. Equipment and materials can be housed economically in a manner that makes them easily accessible to all who might wish to use them. The library, being normally the depository for information found in books, is the logical place in which to house audio-visual equipment and materials. If this practice is followed, it is possible to gather together all information on a given subject in one place. The library is usually open throughout the school day to those who want to use its materials. It is not always possible to gain access to materials which may be stored in other parts of the school building.

✓ The librarian is prepared to classify and catalogue all types of materials. If all the materials owned by a school are classified and catalogued by the same system, it is easier for the school population to find and use them. It is only natural that materials that are made available without great effort on the part of the users are more widely used than they otherwise would be.



## CHAPTER V

### SUMMARY AND CONCLUSIONS

Equipment and Materials in the Schools. The survey revealed that in general the schools own relatively adequate audio-visual equipment and materials. Data on the ownership and use of audio-visual aids were obtained from sixty schools. Of these, ten were high schools, nineteen elementary, and thirty were union or consolidated schools. Nearly all the schools own sound projectors, and a majority own filmstrip projectors, record-players, and radios. Approximately half of the schools own wire or tape recorders. Since the Viewmaster or stereoscope is one of the newest additions to the field of audio-visual equipment, only a few of these aids were found to be owned by the schools investigated.

Since films are quite expensive, most schools either rent or borrow the films used in their programs. New films and revisions of older films are being produced so rapidly that administrators hesitate to spend the large sums required to buy these aids. Besides this, commercial firms produce very worthwhile films

on subjects pertinent to the schools' programs of instruction which may be used without charge or with small cost. The small amount of advertising material contained in most of these films usually is not objectionable. These films, added to those which may be borrowed or rented from other sources at very little cost, are found useful in many schools.

Filmstrips and Viewmaster reels are so inexpensive that nearly all the schools reported owning either one of both of these types of aid.

Nearly all of the schools investigated reported owning recordings and transcriptions. There is a possibility that the varied types of materials now being recorded have increased the use of recordings and transcriptions.

The place of maps and pictures in the learning process has long been recognized in the educational world. Practically all of the schools reported owning these two aids.

#### Housing or Storing the Equipment and Materials.

The suspicions entertained by the writer of this paper that the audio-visual equipment and materials are scattered over many of these schools seem to be borne out by the replies to the questionnaire previously

referred to. In many schools it is not uncommon to find equipment and materials kept in the principal's office, some in the supply room, and others in some store-room. This makes the aids, in many cases, not conveniently accessible to those who want them.

In many schools there is no systematized plan for housing and administering these aids. Only about one-fourth of the schools reported that they practice central housing of audio-visual aids. This must of necessity take away from their usefulness to the schools. In a number of cases all the audio-visual aids were housed in the principal's office. Since it is not always possible to procure materials from this part of the building, and since the principal's many other duties sometimes take up his time, it may not be possible for students and teachers to have access to the audio-visual aids when they are needed.

Procedure in Administering the Aids. Approximately one-fourth of the schools reported that there is one card catalogue for all the materials housed in the library. Nearly two-thirds reported that there is more than one catalogue, and the remaining schools indicated that their audio-visual aids. About one-fourth of the schools reported that these records are

kept by the librarian, one-fourth are kept by a teacher assigned to this duty and others are kept by the principal or are kept by the person who used them.

Conclusion. Since all of these schools investigated reported owning audio-visual equipment and materials, it may be assumed that they are considered important to the schools' programs. It seems impossible that the greatest use is being made of these aids because they are scattered over many of the schools with no systematized plan for central housing and administration.

The library, being the place where other sources of materials are kept, is recommended as the place of housing the audio-visual equipment and materials as well. <sup>③</sup> The library is generally open to the school population all throughout the school day, and a trained person is on duty to administer the materials housed there. Students and teachers are accustomed to seek information in the library, therefore it is the logical place in which to place all the audio-visual aids. The librarian is trained to classify and catalogue all types of material. If audio-visual aids are classified and catalogued by the same person who classifies and catalogues the books, it is possible to avoid confusion in the minds of those who attempt to gather together all the information on a given topic.



Provisions must be made to place all the audio-<sup>7 3</sup>  
visual aids together in one place, preferably where  
they can be housed and administered by a trained person  
who is available at all times for consultation and  
guidance in the selection of materials. The audio-  
visual aids must be made available at all time to  
those who may need them.

④ The library is becoming known as a materials  
center rather than as a storage place for printed  
matter. The audio-visual equipment and materials  
should be brought together in the library. Provisions  
should be made to furnish the necessary cabinets in  
which to house the equipment. In cases where new  
school buildings are to be constructed, the plans  
should include enough space in the library to take  
care of the audio-visual aids.

✓ One card catalogue for all types of material  
should include cards for books, films, filmstrips,  
recordings, and any other materials owned by the  
school. These materials should be circulated through  
the regular circulation facilities of the school  
library.)

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